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ABSTRACT

This annotated bibliography includes resources that provide an overview of issues related to the challenges faced by gay, lesbian, and bisexual (GLB) college students. The bibliography concentrates on the literature that explores interactions between college climate and GLB students. The attitudes and experiences of GLB students are highlighted, as are the attitudes of heterosexual members of campus toward GLB students. The bibliography also includes resources that discuss the legal, student affairs, and counseling issues campuses face in relation to their GLB students. The bibliography concludes with a listing of Internet resources concerned with GLB college students. The annotated bibliography describes 40 resources, of which all but the 4 Internet resources are available from the ERIC database. (SLD)

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GAY, LESBIAN, BISEXUAL COLLEGE STUDENTS

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CRitical Issues Bibliography (CRIB) Sheet: Gay/Lesbian/Bisexual College Students

As gay, lesbian, and bisexual (GLB) students have become more visible on college campuses, there has been a corresponding increase in literature addressing the challenges both these students and their college campuses face. In this CRIB sheet, we include resources that provide an overview of the issues involved. We concentrate on the literature that explores interactions between campus climate and gay, lesbian, and bisexual students. We highlight the attitudes and experiences of GLB students as well as the attitudes of heterosexual members of campus toward GLB students. This CRIB also includes resources that discuss the legal, and student affairs and counseling issues campuses face in relation to their GLB students. We conclude with a listing of Internet resources concerned with gay, lesbian, and bisexual college students.

Overview

ED427802
Sanlo, R.L. (Ed.). (1998). *Working with lesbian, gay, bisexual, and transgender college students: A handbook for faculty and administrators*. The Greenwood Educator's Reference Collection. Westport, CT: Greenwood Press.
This handbook is designed to guide faculty and administrators in working with lesbian, gay, bisexual, and transgendered (LGBT) college students. The book's 42 chapters discuss topics of special interest for faculty and administrative decision makers and are divided into the following eleven sections: (1) Lesbian, Gay, Bisexual, and Transgender Students: Who Are They and What Do They Need? (2) Special People/Special Places, providing insight into residence halls, library collections, and campus life; (3) Career Planning and Advising; (4) LGBT Health Issues on Campus; (5) LGBT Issues in Athletics; (6) The Faculty and the Classroom; (7) Administration and Policy; (8) LGBT Student Leadership and Organizations; (9) Programs and Possibilities; (10) Unique Institutions, including religious affiliations; and (11) Technology and the Lavender Web, which provides a resource of Websites and e-mail addresses.

ED409516
Walling, D. R. (Ed.). (1996). *Open lives, safe schools: Addressing gay and lesbian issues in education*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
In all but a handful of states, it is legal to discriminate against individuals on the basis of sexual orientation. Ways in which homophobia and anti-gay sentiments affect education in the United States are addressed in this collection of essays. The central premise of the text is that everyone benefits when students, parents, educators, and others are allowed to live openly in terms of sexual orientation. The essays address a number of gay and lesbian issues, from the coming-out processes of students and adults, to gay-positive/gay-visible curricula, to parenting and family concerns.

EJ545752

Smith, J. (1995, Winter). Concerns of Gay, Lesbian, Bisexual, and Transgender Graduate Students. *New Directions for Student Services*, 72 , 111-19.

Examines the special needs fomented by sexual orientation when considering graduate education and access to the academic job market. Offers information on terms and definitions regarding sexual orientation, cultural influences, the relationship between one's personal and professional life, institutional policy, coming out, faculty-student relationships, faculty support, homophobia, and curriculum issues.

ED419033

Massachusetts Governor's Commission on Gay and Lesbian Youth, Boston. (1993). *Making Colleges and Universities Safe for Gay and Lesbian Students. Report and Recommendations of the Governor's Commission on Gay and Lesbian Youth*. Boston, MA: Author.

In the 1992-93 academic year, the Higher Education Committee of the Massachusetts Governor's Commission on Gay and Lesbian Youth heard testimony and conducted focus groups with a cross section of students, faculty, and administrators from a number of colleges and universities in Massachusetts. This report is the result of these meetings. The Commission learned that even in colleges and universities that already have clearly stated antidiscrimination statutes that include sexual orientation, sexual minorities still often feel excluded. Additional education and advocacy are needed to ensure that sexual minorities are not subjected to insensitivity, harassment, and violence.

ED344142

National Association of Student Personnel Administrators, Inc. and the National Univ. Teleconference Network. (1992). *Understanding and Meeting the Needs of Gay, Lesbian, and Bisexual Students. Participant's Guide*. U.S.: Authors.

This guide contains materials to be used during and after a teleconference on the needs of gay, lesbian, and bisexual college students. The agenda for the conference, a list of presenters, and a list of cooperating institutions are included. Four case studies are presented which portray: the "coming out" of a gay student leader; the introduction of sexual orientation materials into the orientation workshop and resulting cancellations; accommodation of homosexual couples in domestic and married student housing; and the creation of a college Acquired Immune Deficiency Syndrome task force and the relationship of student leadership to homosexual students

EJ454617

Piernik, T. E. (1992, December) Lesbian, gay, and bisexual students--radically or invisibly at risk.

Campus Activities Programming, 25(6), 47-51.

New research and structures of higher education must be explored to create positive learning environments for gay, lesbian, and bisexual students, whose needs may be different from those of

traditional students. This requires attention to college and classroom environment, curriculum, and services, including campus activities, career and personal counseling, and residential life.

ED328861

Marso, J.L. (1991). *Addressing the developmental issues of lesbian and gay college students.* This paper addresses the developmental stages and issues faced by lesbian and gay college students between the ages of 18 and 25. Over and above the developmental stages faced by all students, lesbian and gay students frequently struggle with their sexual identity and development and the range of problems and emotions associated with coming to terms with their homosexuality. Theories on the development of sexual identity are reviewed and examined as they apply to the field of education. Six developmental tasks faced by lesbian and gay students are listed and discussed and a review of the literature suggests areas needing change. Suggestions for educating students, staff and faculty about gay and lesbian issues and for reducing homophobia are included.

ED336682

Evans, N.J., and Wall, V.A. (Eds.). *Beyond tolerance: Gays, lesbians and bisexuals on campus.* Alexandria, VA: American College Personnel Association.
This book provides strategies for using what is known about gay, lesbian, and bisexual individuals in a college student affairs setting.

Campus Climate

EJ584058

Rankin, S. (1999, Spring). Queering campus: Understanding and transforming climate. *Metropolitan Universities: An International Forum*, 9(4), 29-38.
Increasingly, homosexual members of the academic community are being subjected to physical and psychological harassment, discrimination, and violence that obstruct the achievement of their educational and professional goals. Discussion of this phenomenon examines the importance of campus climate in providing an atmosphere conducive to maximizing knowledge creation, looks at the national climate for homosexuals on campus, and proposes change strategies

EJ575555

Hurtado, S., Carter, D.F., and Kardia, D. (1998, Summer). The climate for diversity: Key issues for institutional self-study. *New Directions for Institutional Research*, 25(2), 53-63.
Highlights key issues for consideration in institutional research on college climate, including those that affect women, racial and ethnic minorities, lesbian, gay, bisexual, and transgendered students; and disabled students. These climate issues are also pertinent to majority students in diverse environments and are quickly becoming a regular part of comprehensive campus climate studies.

EJ555267
Malaney, G. D., Williams, E. A., and Geller, W.W. (1997, July-August). Assessing campus climate for gays, lesbians, and bisexuals at two institutions. *Journal of College Student Development*, 38(4), 365-75.
Surveyed college students (N=630) at two different schools regarding students' perceptions of campus climate and their interest in and exposure to issues pertaining to gay men, lesbians, and bisexual women and men. Results show that similar proportions of students at each school reported having a gay, lesbian, or bisexual friend or relative.

EJ555140
Rhoads, R.A. (1997, Summer). Implications of the growing visibility of gay and bisexual male students on campus. *NASPA Journal*, 34(4), 275-86.
Using a two-year ethnographic study, explores a subculture of gay and bisexual male students at a major university. Identifies areas of concern that student affairs administrators should consider in their efforts to improve the campus climate for these students. Describes the coming out process, visibility, and discrimination.

ED402838
Talburt, S. (1996). Identity politics, institutional response, and cultural negotiation: Meanings of a lesbian/gay/bisexual office on campus. Paper presented at the Annual Meeting of the Association for the Study of Higher Education , Memphis, TN.
This study examined the social and political climate surrounding the opening of a controversial gay/lesbian/bisexual support office at an anonymous midwestern public research institution. It is concluded that significant insights into academic and social change can be gained by paying attention to how the practices of identity politics interact with official policies and practices.

EJ546954
Lease, S.H., and others. (1996, Fall). Assessing the learning environment for gay, lesbian, and bisexual students on campus: One urban commuter university's experience. *College Student Affairs Journal*, 16(1), 16-26.
Homosexual and bisexual students at an urban commuter university (N=33) evaluated academic and student services and commented on areas of needed improvement. Results suggest that these students experience harassment on campus and are ambivalent about the responsiveness of student services. Most students did not utilize many student services' offices.

EJ467276
Good, R. T. III (1993 Summer). Programming to meet the needs of the lesbigay community. *Campus Activities Programming*, 26(2), 40-44.
Discussion of college student activities planning to meet needs of gay and lesbian students focuses on the need to create a campus climate of tolerance and appreciation. A model for development of gay self-acceptance is outlined, and considerations in hiring performers, and facilitating clubs and organizations are examined.

EJ472905
Lopez, G., and Chism, N. (1993, Summer) Classroom concerns of gay and lesbian students: The invisible minority. *College Teaching*, 41(3), 97-103.
A discussion of concerns of gay and lesbian college students, based on interviews on one campus, focuses on these issues: understanding and articulating sexual identity; campus and classroom experiences; communication with faculty; and the effects of learning style, classroom content, and research on their lives. Recommendations for teachers are included.

EJ443214
Tierney, W. G (1992, March-April). Building academic communities of difference: Gays, lesbians, and bisexuals on campus. *Change*, 24 (2), 40-46.
We learn about differences by existing in communities of difference, among diverse races, classes, genders, and sexual orientations. Enabling silenced groups to speak out and ensuring all have equal protection enhances both individuals and the community. Higher education's obligation is to capitalize on the strength of U.S. diversity.

EJ424797
Dodge, S. (1991, April 3). Vigorous civil-rights drives by homosexual students bring both changes and resentment on campuses. *Chronicle of Higher Education*, 37 (29), A31,32.
Gay and lesbian students are waging civil-rights campaigns on college campuses demanding that universities allow homosexual couples to live in on-campus housing for married students, create special offices staffed by gay people to deal with gay campus issues, and establish gay studies departments.

ED324612
Gutierrez, F.J. (1987). *Managing the campus ecology of gay/lesbian students on Catholic college campuses*. Paper presented at the Annual Meeting of the American College Personnel Association, Chicago, IL.
Since 1973, the American Psychological Association and the American Psychiatric Association have removed homosexuality as an illness from the Diagnostic and Statistical Manual of Mental Disorders (1987). Most religions, however, continue to view homosexual behaviors as abnormal. Student personnel professionals can facilitate changes in religious higher education institutions to affect the value system so that it can be more inclusive of homosexual students. Tactics for facilitating these changes are outlined.

EJ421588
McNaron, T. (1991, Winter). Making life more livable for gays and lesbians on campus *Educational Record*, 72(1), 19-22.
Increasingly, gay and lesbian college students are pressuring institutions to bring their practices more in line with their rhetoric in such areas as Reserve Officers' Training Corps (ROTC) eligibility, curricular reform for inclusion of gay and lesbian studies, and improvement in the campus environment for these students.

EJ404093
D'Emilio, J. (1990, January-February). The Campus Environment for Gay and Lesbian Life. *Academe*, 76(1), 16-19.
If one's reference point is university life a generation ago, one can say that things are getting better for gay faculty, students, administrators, and staff. College administrators need to take an activist stance to counteract misinformation about gays and cultural prejudices, and the growing problem of hate-motivated incidents.

Attitudes and Experiences of Gay, Lesbian, and Bisexual Students

EJ575527
Austin, J.L., Cain, P.A., Mack, A., Strader, J.K., and Vaseleck, J. (1998, June). Results from a survey: Gay, lesbian, and bisexual students' attitudes about law school. *Journal of Legal Education*, 48(2), 157-75.
Summarizes results of a survey of 313 gay, lesbian, and bisexual students at 93 law schools and from 41 student organizations concerning the admissions process (the application process, advice to applicants); the classroom and community climate for law students; and issues relating to gay/lesbian/bisexual student organizations (organizational goals, building and maintaining an active group).

ED414778
Dilley, P. (1997). *"Did you think I was going to be riding a Harley or something?" Lesbian and bisexual student leaders' experiences of college communities*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
Using ethnographic research methods, semistructured interviews were conducted with three women involved with a gay/lesbian/bisexual student organization. All three individuals were sophomores at an urban university in a large metropolitan area. The students discussed the fluid nature of the definitions of lesbian, gay, and bisexual, noting that they were often overlapping and not as important in detail as in concept. The students noted that they functioned in multiple communities, and that issues of gender were more substantial than issues of sexual orientation.

EJ508622
Sidel, R. (1995, Spring-Summer). Battling bias: college students speak out. *Educational Record*, 76(2-3), 44-52.
Students from a variety of colleges comment on their personal experiences on campus with racial/ethnic bias or bias based on homosexuality. A number of the students embraced activism as a coping strategy. The institution's role in attending to the needs of all students, minority and majority, is discussed

ED379697
DeSurra, C.J., and Church, K.A. (1994). *Unlocking the cvlassroom closet: Privileging the marginalized voices of gay/lesbian college students*. Paper presented at the Annual Meeting of the Speech Communication Association, New Orleans, LA.
A study investigated perceptions of gay/lesbian undergraduates regarding their sense of marginalization or alienation in the college classroom. The wealth of narratives documenting explicit marginalization and the suffering such practices induce in gay/lesbian students demands that sensitivity be integrated into the college curriculum. Too often, gay/lesbian students have been silenced in research; exploring homosexual issues with more qualitative methods can access important details that cannot possibly come through quantitative methods.

EJ507943
D'Augelli, A.R. (1992, September). Lesbian and gay male undergraduates' experiences of harassment and fear on campus. *Journal of Interpersonal Violence*, 7(3), 383-95.
In a sample of 121 undergraduate students, 77 percent of respondents had experienced verbal abuse and 27 percent had been threatened with violence. Other students were the most frequent victimizers. Fear for one's personal safety on campus was related to frequency of personal harassment, and few victims reported incidents to authorities

Attitudes of Heterosexuals Towards Gay, Lesbian, and Bisexual Students

ED414793
Engstrom, C. M., and Sedlacek, W. (1997). *Attitudes of heterosexual students toward their gay male and lesbian peers*. Research Report #3-95. College Park, MD: Maryland Univ., College Park. Counseling Center.
This study examined heterosexual college students attitudes toward gay men and lesbians, and in what types of situations were negative feelings expressed toward gay men and lesbians. The study found that heterosexual male and female students reported more negative attitudes toward both gay males and lesbians than toward students whose sexual orientation was not disclosed, with deeper homophobic feelings held by male students than female students toward gay men. The magnitude of discomfort felt by heterosexual students toward gay males and lesbians varied across situations, but all students felt outrage when a gay male, lesbian, or student whose sexual orientation was not specified was physically assaulted. The results indicated that even the

simplest of social interactions with gay male or lesbian students might elicit feelings of anxiety and concern among heterosexual students

ED349497
LaSalle, Linda A. (1992). *Exploring campus intolerance: A textual analysis of comments concerning lesbian, gay, and bisexual people*. Paper presented at the Annual Meeting of the American Educational Research Association , San Francisco, CA.
This study examined attitudes of faculty, staff, and students regarding lesbian, gay, and bisexual issues at a large public research university. Participants' comments were classified in the following manner: Advocating (expressing support for lesbian, gay, and bisexual rights); Accepting; Neutral, Oppositional, and Hostile. The greatest percentage of comments fell into the oppositional category. More faculty than students expressed an advocating opinion and a fairly substantial percentage of students were accepting. Together the two categories, advocating and accepting, accounted for 29% of the total comments. There was a relatively small number of hostile comments.

Legal Issues

EJ553431
Mallory, S.L. (1997, Winter). The rights of gay student organizations at public state-supported institutions. *NASPA Journal*, 34(2), 82-90.
Considers gay student organizations' rights at state-supported public institutions, and discusses the First Amendment and the equal protection clause of the Fourteenth Amendment. Offers advice on the major principles and issues that should be taken into account in writing a campus policy regarding the rights of gay student organizations.

EJ477091
Liddell, D.L., and Douvanis, C.J. (1994, Winter) The social and legal status of gay and lesbian students: An update for colleges and universities. *NASPA Journal*, 31(2), 121-29.
Describes current social and legal status of gay students. Examines scope of the problem; defines legal issues; and cites relevant cases regarding students' rights of association, access to university services/facilities, and privacy. Discusses homosexuality as an "illegal act" and notes differences between private and public institutions. Discusses implications for policies and practices.

ED333837
Rullman, L.J. (1991 March). A Legal History: University Recognition of Homosexual Organizations. *ACU-I Bulletin*, 59(2), 4-9.
This paper discusses the legal precedents that have supported the official recognition of homosexual organizations by universities and colleges. It is concluded that the courts will not

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allow college and university administrators to control the philosophical nature of student organizations nor the lifestyles of those individuals with whose ideas they disagree.

Student Affairs and Counseling Issues

EJ515788
Marszalek, J.F., III, and Goree, C.T. (1995, Fall). Practicing what we preach? Gay students' perceptions of student affairs. *College Student Affairs Journal*, 15(1), 80-86.
Through a national survey (n=219), this study explores how gay, lesbian, and bisexual students view discrimination on campus. Students concluded that on many campuses, existing ethical guidelines concerning discrimination are not equally applied to gay, lesbian, and bisexual students. Considers possible causes for this divergence between ethical standards and behavior.

ED386646
Burke, R.R. (1995). *Critical issues in the lives of gay and lesbian students: Implications for counseling*.
Gay and lesbian students in high schools and colleges face special problems and may be the very people who receive the least help. It is estimated that one-third of all suicides among teenagers are committed by gay and lesbian students, and it is further estimated that gay people seek counseling at a rate two to four times greater than the non-gay population. Yet, many counselors bring ambivalent attitudes toward homosexual clients. Although each person is unique, commonalities exist among homosexual students. These are discussed as well as the process of coming out.

EJ514544
Croteau, J.-M., and Lark, J.S. (1995, September-October). A qualitative investigation of biased and exemplary student affairs practices concerning lesbian, gay, and bisexual issues. *Journal of College Student Development*, 36(5), 472-82.
Ten themes emerged from a national survey (n=270) on biased and exemplary practice concerning lesbian, gay, and bisexual issues. Methodology, theme descriptions, and implications for practice are presented.

EJ484650
Sailer, D. D., and others. (1994, March). Responding to the career needs of gays, lesbians, and bisexuals. *Journal of Career Planning and Employment*, 54(3), 39-42.
Introduces the concept of fashioning a career center on a university campus that is both welcoming and helpful to gay, lesbian, and bisexual students who are considering career choices. Includes statements from gays, lesbians, and bisexuals that suggest that they have to consider compatibility of lifestyle with their career choice. Includes list of relevant resources.

EJ459081
Croteau, J. M., and Hedstrom, S.M. (1993, March). Integrating commonality and difference: The key to career counseling with lesbian women and gay men. *Career Development Quarterly*, 41(3), 201-09.
Responds to previous articles on career counseling needs of a gay college student client. Discusses conceptualization and treatment recommendations concerning the case viewed solely from perspective of commonality; presents ideas that specifically relate to client's differences; and considers importance of recognizing and appreciating commonalities and differences in forming integrated and constructive approach to working with this client.

EJ475458
Author(s) Malkin, A. (1992, Fall). The lesbian student coming out on the college campus: Issues for the heterosexual student affairs professional. *College Student Affairs Journal*, 12(1), 48-55.
Contends that female student beginning to assume homosexual identity may be outside lesbian population on her campus and may turn to heterosexual faculty member or administrator as her confidant. Addresses issues and suggestions for administrator in this helping relationship. Focuses on stages of coming out and the coming out process.

Internet Resources

National Consortium of Directors of Lesbian, Gay, Bisexual, and Transgender Resources in Higher Education
http://www.uic.edu/orgs/lgbt
Working toward transforming higher education institutions so that lesbian, gay, bisexual, and transgender members of the academic community "have equity in every respect." Includes a listserve, information on conferences, and salary and staffing information on college LGBT offices.

National Gay and Lesbian Task Force (NGLTF): Campus Issues
http://www.ngltf.org/issues/issue.cfm?issueID=22
NGLTF tracks campus-related legislation at the state and federal levels and works to improve campus climates toward GLBT people.

Campus Links Ring
http://www.youthresource.com/campus/webring.htm
A webring exclusively for Lesbian, Gay, Bisexual, Transexual campus groups.

NASPA: National Association of Student Personnel Administrators
Gay, Lesbian, Bisexual & Transgendered Issues Network
http://personal.ecu.edu/luciera/naspaglbt.html
Works to increase understanding of gay, lesbian, bisexual, and transgendered members of the academic community.